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# Business Standards

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## *Principles of Management*

### **CONTENT STANDARD**

*Students in Wisconsin will select and analyze appropriate information from the business function areas such as marketing, finance, accounting, production, and personnel of business to make informed management decisions.*

**Rationale:** Students must have the ability to know where to find information needed to make decisions. The knowledge of different function areas of business and what data can be obtained from these areas is essential for students to use in both personal and business management decisions.

### **Standards Covered in this Unit**

- H.12.1 Identify the function areas of a business
- H.12.2 Identify and explain a business organizational chart
- H.12.3 Become aware of career opportunities in business organization/management, and understand the technical skills, knowledge, education levels, and attitudes needed

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## *Functions of Business*

### **Standard**

H.12.1 Identify the function areas of a business

### **Directions**

There are many things that go on in business every day. By discovering what the functions of business are, you may uncover opportunities in business that you never knew existed. For this assessment, complete the following steps:

1. You will be assigned one of the function areas of business (management, marketing, finance, etc. ) to research. Research the various facets of the function area using a variety of resources including class and library materials or the Internet. Discover the following information about your particular function area:
  - What is the purpose of that function area in a business?
  - What are some of the type of jobs and tasks that can be found in that function area?
  - How does this area relate to the other function areas?
  - What is the career outlook for this function area?
  - What are examples of companies (or jobs) locally that relate to this area of business?
2. Summarize the information you gathered in a one- to two-page report.
3. Share your findings in a class discussion. Participate in the creation of a business function wheel with your classmates.

Student Name \_\_\_\_\_ Date \_\_\_\_\_

**Functions of Business***Scoring Standard*

You must achieve a rating of at least "2" or "yes" on each criterion to demonstrate competence.

*Rating Scale*

3= Work exceeds criterion; is of the highest quality, no revisions necessary

2= Work meets criterion; some revision necessary

1= Work meets most of criterion; is adequate, but considerable rework or revision is necessary

0= Work does not meet criterion

Yes= Criterion is completed

No= Criterion is not completed

*Scoring Guide*

Criteria	Rating	Comments
1. Report includes the purpose of the function area in a business	2   1   0	
2. Report includes a list of jobs and tasks in the function area	2   1   0	
3. Report includes a description of how this area relates to the other function areas	2   1   0	
4. Report includes an evaluation of the career outlook for the function area	2   1   0	
5. Report includes examples of companies (or jobs) locally that relate to the function area	2   1   0	
6. Report is one to two- pages and word processed	2   1   0	
7. Report includes correct spelling, grammar and punctuation	2   1   0	
8. You present information orally to peers	yes   no	
9. Oral presentation is clear and concise	yes   no	

Teacher \_\_\_\_\_ Date \_\_\_\_\_

## **Directions to Teacher**

1. Assign each student one of the function areas of marketing: management, finance, accounting, etc.
2. Review the directions and scoring guide. Allow the necessary time and resources they need to generate quality results.
3. Collect the results and create a "wheel" mural showing each function of business in relationship to the others. You may want to put a label in the middle of the mural called "business" and have spokes to the other function area to show the relationships. Put the student work on the wheel.
4. Have a student volunteer from each function area share their ideas with their peers. Have other students in the same area share any additional ideas to paint a clear picture of each function area. Complete one function area at a time until the entire wheel is complete.
5. Illustrate some of the ways that the function areas are connected to each other through examples or anecdotal stories.

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## *Explain an Organizational Chart*

### **Standard**

H.12.2 Identify and explain a business organizational chart

### **Prompt**

Organizational charts are very useful in business. They give businesses the opportunity to define the chain of command, help new employees become familiar with the organization, and identify problems or opportunities in the way the business is structured.

### **Directions**

In this activity you will create an organizational chart of a local business and then evaluate the chart.

1. Your teacher has given you some background information covering organizational charts, their purposes and characteristics. Using that information as a guide, choose a business and create an organizational chart. The business could be one where you work, a co-op work site, a place where your parents work, etc.
2. Diagram the organization of the business as you see it. It may be necessary to consult someone from that business to obtain information to help you. Make sure your chart meets the requirements on the attached scoring guide.
3. Note the answers to the following questions on your chart or a separate piece of paper:
  - Is the organizational structure horizontal or vertical?
  - What, in your opinion, are the advantages and disadvantages of such a structure?
  - What would you change about this business' organizational structure and why?
4. Submit your organizational chart, the answers to the questions in step 3, and the scoring guide to your teacher for feedback and evaluation.

Student Name \_\_\_\_\_ Date \_\_\_\_\_

## Organizational Chart

### Scoring Standard

You must achieve a rating of at least "2" on each criterion to demonstrate competence.

### Rating Scale

3= Work exceeds criterion; is of the highest quality, no revisions necessary

2= Work meets criterion; some revision necessary

1= Work meets most of criterion; is adequate, but considerable rework or revision is necessary

0= Work does not meet criterion

### Scoring Guide

Criteria	Rating	Comments
1. Chart identifies "chain of command"	3 2 1 0	
2. Chart is complete	3 2 1 0	
3. Report identifies the kind of organizational structure	3 2 1 0	
4. Report includes at least two advantages of the structure	3 2 1 0	
5. Report includes at least two disadvantages of the structure	3 2 1 0	
6. Report identifies possible areas for business structure improvement	3 2 1 0	
7. Report and chart include correct spelling, grammar and punctuation	3 2 1 0	
8. Report and chart are professional in appearance	3 2 1 0	

Teacher \_\_\_\_\_ Date \_\_\_\_\_

## Directions to Teacher

1. In a lecture or class discussion, give students background information on organizational charts. Be sure to identify the characteristics of horizontal and vertical organizations, the strengths and weaknesses of each type, and staff and line positions.
2. Show the students a blank organizational chart (using an overhead or hard copies). Ask students to identify where they would place the president of the company, the general laborers, the supervisors, etc.
3. Review the directions and scoring guide for the assessment.

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## *Research Career Choices*

### **Standard**

- H.12.3 Become aware of career opportunities in business organization/management, and understand the technical skills, knowledge, education levels, and attitudes needed

### **Prompt**

Deciding what you want to do after high school is not easy. Perhaps you have thought about being a leader, a manager, or even operating your own business. There are certain characteristics, knowledge, and skills that successful managers have. An understanding of these qualities can give you the edge you need to be successful.

### **Directions**

In this activity you will explore careers in management and identify skills necessary to be successful in those careers.

1. Brainstorm a list of five to ten management-level occupations that appear interesting to you. Use resources that are available in your guidance office, library or on the Internet.
2. From the list, choose one occupation you would like to pursue in more depth.
3. Research your career choice. Find out the following information:
  - technical skills necessary for the career
  - kind of knowledge necessary for the career
  - education required for the career
  - attitudes that make someone successful in the career
4. Create a brochure presenting information about your career choice. Make sure you include all of the information listed on the scoring guide.
5. Submit your brochure and the scoring guide to your teacher for evaluation.



Student Name \_\_\_\_\_ Date \_\_\_\_\_

**Careers Brochure***Scoring Standard*

You must achieve a rating of at least "2" on each criterion to demonstrate competence.

*Rating Scale*

3= Work exceeds criterion; is of the highest quality, no revisions necessary

2= Work meets criterion; some revision necessary

1= Work meets most of criterion; is adequate, but considerable rework or revision is necessary

0= Work does not meet criterion

*Scoring Guide*

Criteria	Rating	Comments
1. Brochure clearly describes the chosen career and provides examples of job titles and possible places of employment	3   2   1   0	
2. Brochure includes the technical skills required for the career	3   2   1   0	
3. Brochure includes the kind of knowledge necessary for the career	3   2   1   0	
4. Brochure includes a list of attitudes necessary for the career	3   2   1   0	
5. Brochure includes the education required for the career	3   2   1   0	
6. Brochure is professionally presented	3   2   1   0	
7. Brochure contains correct spelling, grammar and punctuation	3   2   1   0	

Teacher \_\_\_\_\_ Date \_\_\_\_\_

## **Directions to Teacher**

1. Review the directions and scoring guide. If possible, obtain sample career brochures from your Guidance Office. Depending on the resources available, students could publish or hand write their brochures.
2. After the brochures are complete, have students share their findings. Have students identify some of their findings as they relate to attitudes, skills, knowledge and education. Record these traits on the board and generate a list. Reduce the list to avoid duplicates and have students record the list and discuss these traits. Having students perform a self-assessment of these characteristics and traits may be helpful and interesting to them.
3. You could create a Management Careers display by posting the brochures on a class bulletin board.
4. (Optional) Have a local business manager come to class to discuss his/her career with the class. Prior to his/her arrival send a copy of the class list that was generated and ask the speaker to share his/her thoughts on this list.